THE
# Dan Smoot Report

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DAN SMOOT

## MINDLESS POLITICS AND MINDLESS VIOLENCE

Since 1954, the federal government has had a double standard for the enforcement of "civil rights" laws and court decrees.

The Voting Rights Act of 1965 forced southern states to abandon literacy and other voter-qualification tests, but did not apply to non-southern states. When southern Members of Congress tried to extend coverage of the law nationwide in 1969-70, northern and western liberals would not stand for it.

The federal government forces southern states to "desegregate" public schools in a way pleasing to federal officialdom — even when the desegregation plan required by federal officials violates laws the federal officials claim to be enforcing. Until recently, no comparable action had been taken against non-southern school districts — though non-southern schools are just as segregated as those in the south.

Federal officialdom's rationale for this policy of discrimination against the south is that segregation in non-southern schools is "de facto," while segregation in the south is "de jure." *De facto school segregation* means *voluntary*, resulting from residential patterns. *De jure school segregation* means that local or state laws require separation of the races. Actually, there is no "de jure" segregation in southern schools. All of it is just as "de facto" — just as voluntary — as elsewhere.

Another significant effort to practice the double standard is now under way. During the Johnson administration, the Office of Economic Opportunity (OEO — poverty war agency) drafted a plan for giving federal vouchers to low-income parents (especially those in big, inner cities), permitting them to spend the vouchers to send their children to schools of their own choice. Negroes constitute a majority in most big, inner cities. This being so — and the personnel, attitude, and record of the OEO being what they are — it is a foregone conclusion that most of the vouchers will go to Negro

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families in big cities — and that many, if not most, of the vouchers will be used to send children to schools operated by Negro militants, who do not educate children but indoctrinate them with white-hating, communist propaganda.

The Johnson administration considered the OEO school-voucher plan too controversial to be tested. But Nixon strides where Johnson feared to tread. With the President's approval, the Nixon OEO revived the voucher scheme and gave $195,000 to the Center for the Study of Public Policy (Cambridge, Massachusetts) to study it. OEO now expects to try out the plan in several large cities, beginning next September.[1]

In the past 15 years, several southern states (seeking to avoid federally-enforced school integration) tried to do, with money raised by state taxation, what the OEO now plans to do with federal tax money. Instead of directly financing schools, southern states wanted to make tuition-grants to parents, permitting them to spend the grants for tuition in schools of their own choice. Federal courts held the state tuition-grant plans "unconstitutional."

Having found no way to defend their own region from the federal "civil rights" tyranny, southern Members of Congress, since 1969, have pursued a strategy of extending the same oppression to the rest of the country. The motive was more educational than vindictive: if others know what it is like, they will help resist it.

But the southern strategy was not really necessary.

Local school districts and state courts — controlled by the same kind of mentality that oversees the federal establishment — have given non-southern communities a taste of what the south has gagged on. And, in recent months, the federal courts and the federal Department of HEW have begun to force their socio-political notions of race-mixing on non-southern schools.

Not only in the south, but all over the country, the people have had enough forced racial integration in schools to savor the chaos that results.

The Indianapolis school system is in considerable turmoil because of a busing-for-integration plan recently approved by the school board. The plan is to "phase out" Shortridge High School and Crispus Attucks High School (both predominantly Negro) and to bus the students to schools predominantly white — and to bus Negro elementary students from predominantly Negro schools to white schools. Negroes strongly oppose this Indianapolis plan. The National Association for the Advancement of Colored People (NAACP) and other race-agitation groups want busing-for-integration in Indianapolis; but they do not want Negro children to suffer the inconvenience. They want whites bused to Negro neighborhood schools.[2]

Last fall, the board of education in New York proposed new school district lines for Manhattan in an effort to comply with a state law that requires districting to achieve racial balance. Four Harlem mothers brought suit in state court, claiming the new plan took four all-Negro high schools out of a district that was 15% white, and put them in a district that was virtually all-Negro. On January 30, 1970, Irving Saypol, judge of the New York Supreme Court, ruled for the Harlem mothers, asserting that the new districting plan failed "to create integration and maximum heterogeneity."[3] No one knows how "maximum heterogeneity" could be established in the schools of Manhattan, or of any other populous place, even if everyone considered this a desirable objective and did his best to help achieve it.

On February 17, 1970, a federal judge in Detroit ordered schools in Pontiac, Michigan, integrated by fall — "at all levels, student body, faculties, and administrators." Though the 1964 Civil Rights Act prohibits federal judges from ordering children bused to accomplish racial integration, the judge said that "integration shall be accomplished" in Pontiac schools "by the revising of boundary lines for attendance purposes, as well as by busing so as to achieve maximum racial integration."[4] The school population of



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Pontiac is 24,500 — 35 per cent Negro. Officials say the busing necessary to carry out the court order will cost $2 million a year.[4]

A Los Angeles case may create the kind of *massive* disruption already experienced in the south. On February 11, 1970, California Superior Court Judge Alfred E. Gitelson ordered Los Angeles to present (by June 1, 1970) a plan for integrating all 622 public schools in the city. Gitelson said the plan should be in effect by September, 1970, but, under no circumstances, not later than September, 1971.[5]

Enrollment in Los Angeles schools (674,357) is about 22.6 per cent Negro, 20 per cent Mexican. According to the definition of racial imbalance adopted by Judge Gitelson, 99 per cent of all Los Angeles schools are segregated.[5] Dr. Robert E. Kelly, superintendent of schools, said compliance with the order "would mean virtual destruction of the school district." He said that establishing the racial balance required by the court (no school to have less than 10 per cent minority enrollment, or more than 50 per cent) would require busing of about 240,000 students, at a cost of $40 million the first year, $180 million in the next 8 years.[5]

Considering the size of the Los Angeles school district — both in geographical area and in numbers of people — and considering the ever-changing composition of the population, establishing and holding the precise percentages of racial balance required by Judge Gitelson would present technical problems more complicated than those involved in landing men on the moon, even if the human problems (of passion, prejudice, resentment, and fear) did not exist.

But the human problems do exist, outside the south as in the south.

On February 9, 1970, *The New York Times* reported:

**"Racial polarization, disruption, and growing racial tensions that sometimes explode into violence are plaguing school administrators in virtually every part of the country where schools have substantial Negro enrollment."**

In a single week in February, 1970, fights between Negro and white students forced the closing of high schools in Florida and Ohio; violence involving Negro students closed high schools in Maryland and the District of Columbia.[6]

On February 13, 1970, syndicated columnist Richard Wilson reported "growing disillusion and despair over successfully joining the races in the public schools anywhere in the country." He said:

**"The issue of school integration has grown from a regional problem into a national crisis. . . . Violence and disruption are widespread in the halls and classrooms of integrated schools in the North. . . .**

**"Schools in big cities have become armed camps patrolled by police with white teachers and black students under growing friction and tension."**

Returning to the subject on February 20, Wilson said:

**"There is widespread disorder in the public schools arising from racial causes, increases in crime identified with race, black militancy bordering on civil revolt."**

A year ago, vandalism and violence (closely related to racial integration) were causing about $200 million property damage annually to public schools in the United States. Since then, the situation has grown worse, throughout the country.[7]

Vandalism is a mindless, incomprehensible kind of violence. Yet, there is, perhaps, a partial explanation for its increase in the public schools. Consider a Florida case.

In 1969, the school board of Bradenton, trying to comply with federal court orders to desegregate, closed Lincoln High, an all-Negro school, requiring students to be transferred to Manatee High, an all-white school. Racial tensions flared



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into violence, and caused officials to close Manatee High School temporarily, on February 6, 1970. A bi-racial committee of 14 students (7 white, 7 Negro) prepared a report, listing grievances which caused the tensions:

—At the opening of assemblies in Manatee High, students are required to stand when a bugle is sounded in tribute to former Manatee students who have died in war. The sounding of the bugle is followed by a prayer for peace. Negro students objected to being required to stand for the sounding of the bugle, because the former students thus honored were all white, having attended the school when it was an all-white school.

—Negro students feel that Negro teachers transferred from Lincoln do not have as much status at Manatee as they had had at Lincoln.

—Negro students feel there is not enough "soul" music played at school dances.

—Negro boys are unhappy because white girls will not dance with them at school dances.

—Negro students claim that white students get preferential treatment from faculty and administration. Whites say, however, they are required to obey rules not enforced on Negroes.

*—Negro students transferred from Lincoln High did not want to give up their own school, and "do not feel a part of" Manatee High.*[8]

That last grievance is most significant. For years, the neighborhood Negro school was the primary source of leadership, cohesiveness, and pride in Negro communities. The mixed schools they are forced to attend are not objects of affection or pride to them, but of resentment.

To a considerable degree, whites feel the same way about the big, depersonalized schools, no longer controlled by local citizens interested in the welfare and education of children. Ultimate control of public schools now rests with federal courts and bureaucrats interested only in race-mixing formulas that reduce the individual child to the importance of a statistic fed into computers.

In short, the mindless violence in and against the public schools is a product of the mindless political agitation which has substituted sociological experimentation for education.

Congress could alleviate the problem, by controlling the federal courts and bureaucrats; but the problem will not be solved until the federal government gets out of school affairs entirely, and state governments abolish compulsory tax-supported schools, thus permitting the people to build and operate their own private schools.

## POLITICAL REFUNDS

Our records show we have returned all contributions made to the Dan Smoot political escrow fund. If you have not received a refund which you expected, please let us know.

### FOOTNOTES

(1) *Human Events*, Feb. 21, 1970, p. 11
(2) *Indianapolis News*, Jan. 28, 1970, p. 57
(3) *New York Times*, Feb. 6, 1970, p. 1
(4) *New York Times*, Feb. 18, 1970, p. 26
(5) Los Angeles *Herald Examiner*, Feb. 12, 1970, p. A1; Feb. 13, 1970, p. A12; *New York Times*, Feb. 12, 1970, p. 1; *Dallas Morning News*, Feb. 13, 1970, p. A3
(6) *U.S. News & World Report*, Feb. 23, 1970, p. 31
(7) AP, Feb. 17, 1970
(8) Sarasota *Herald-Tribune*, Feb. 8, 1970, p. B1; Feb. 12, 1970, p. B1


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